Julie Robitaille

PLC Action Plan

November 13, 2012

Our overarching initiative at C.S. Porter Middle School is a comprehensive braided approach to education. Our braided initiative gives equal credence to academics, behavior and culture combining to meet our district goals with a consistent message and continual push employed by administration.

Organizing and presenting plans, assignments and providing direction to my staff in a big picture format with easily identifiable sequential steps is my ultimate goal. Finding balance for team progress in curriculum and data usage along with a systematic approach for problem-solving students beyond Tier 1 and individual classroom learning and teaching improvement is our target. According to Richard Dufour in his article, ***In Praise of Top-Down Leadership***, “One of the most essential responsibilities of leadership is clarity – clarity regarding the fundamental purpose of the organization, the future it must create to better fulfill that purpose…” I will be most effective if I provide a clear vision that is repeated and reinforced at building level meetings, at grade level meetings, at individual goal and observation conference and every day on the job with all of my stakeholders. My staff will see the relevance and importance of their work and that my expectations follow the “Loose/Tight” format perfectly described by Robert Waterman as “directed empowerment.”

I envision and expect a team PLC time each week focused on the CCSS for English Language Arts. During our September PIR day, after deepening our background knowledge of the standards and the Smarter Balanced Assessments, each grade level developed a performance task based on the writing standards which used our One Book selection, “Trash,” by Andy Mulligan as the inspiration. Over the next couple of weeks (through November), grade level PLCs will be analyzing the student writing samples for this assignment. This process will provide us some common experience and will lead to our next step in implementation of the CCSS which is working with a content colleague by grade level; I expect one unit currently taught in the late winter or spring to be aligned to the ELA CCSS by January 25, 2013.

I will provide the format and guidance by meeting with each PLC over the next two months. Our ELA CCSS leadership team, including me, will attend the December 4th full day training and return to share our experience and resources with our School wide Title I team and their grade level teams respectively. The focus of this full day PIR is text complexity, which will provide each content team with the necessary tools and resources to complete their unit assignment by the end of January.

My second goal for PLC development is to redefine and implement a model for problem solving students in a team setting with administrative support. Our current structure for student intervention team problem solving is neither clearly defined nor succinct in data usage. I expect to have a tiered system for student learning in place by the end of January 2013. This system will have protocols for weekly meetings and will follow both our MBI and RTI pathways for decision-making. It is our goal to better meet the needs of students through PLC team collaboration.

Instructional Rounds, as a tool for personalized professional development, is our vehicle for on the ground, in the trenches, action-based research. This approach encourages mutual accountability and buy-in for improving our practices where we see each other outside of team meeting time and in action in the classroom. This approach mirrors what PLCs at Work describes: “Members of a Professional Learning Community are not content merely to describe the future they seek; they also articulate and promote the attitudes, behaviors, and collective commitments that must exist to create that future.” We build collegiality, a positive collective trust that reinforces we all are valuable contributors to our school and that we all have room to grow.